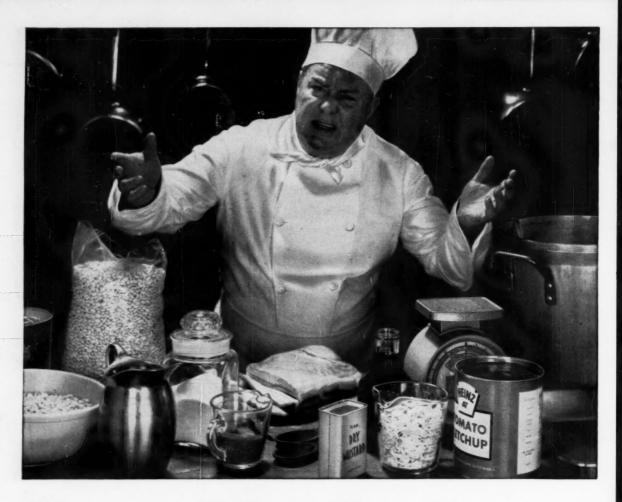
# Camping Magazine

S. PRICE, UNIVERSITY MICROFILMS 313 N. FIRST STREET ANN ARBOR, MICHIGAN.

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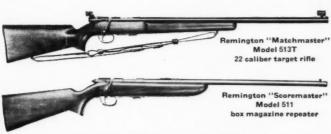
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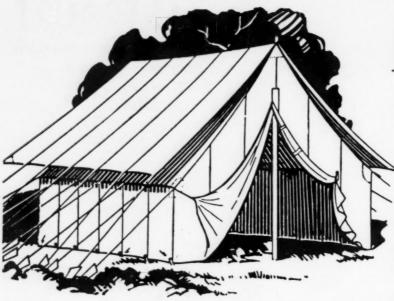
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### LETTERS FROM READERS

**School Camping** 

I heartily agree with every conclusion stated by R. P. Brimm (January issue) in his analysis of school-centered and camp-centered programs in outdoor education. Here in Cook County we have a cardinal rule: leave all such programs in the hands of the educators. We furnish advice, naturalists, facilities and equipment as requested.

Camp-centered programs are rightly suspect when proposed to school boards and parents. In them, "nature study" is apt to fare much the same as the runt in a litter of 15 pigs.

Mr. Brimm might have made an additional point. Except for the few who are temperamentally or physically unfit to take children out-of-doors, school camps are frequently of as much benefit to the teacher as to the youngsters.

Roberts Mann Conservation Editor Forest Preserve District Cook County, Ill.

Source of Training Films

In the December issue of your magazine in the "Letters from Readers" section, the first column contained a reference to two films, "The V.I.P. in Camping" and "Understanding and Helping the Camper."

Would you be so kind as to notify me where these films could be procured, the cost, if there is a rental basis, or where I could write for further information on them. Thank you.

Maureen M. Warner Girl Scouts Upper Darby, Pa.

The two films may be secured from Association Press, 291 Broadway, New York 7.—Ed.

### Aid for Overseas

A social work colleague, currently working in Europe to help communities build camps for children, has asked for assistance in the way of sample plans for a model camp housing 100 children, or plans of new buildings now being constructed in American camps.

I hope, through the columns of the Camping Magazine, to obtain the interest of camp directors in supplying copies of plans prepared under their direction. I will be glad to forward these to Europe and each individual will receive an acknowledgement directly from overseas. Photos are also welcome.

Plans may be sent to me.

Mordecai Kessler

Director, Camp Bnai Brith
299 Madison Ave.

New York 17

Summer Schools and Camping

I have become acquainted with the camping movement's concern for older, more mature and better trained staff members. Many articles are written and much said about leadership training, more mature counselors, etc. I also read and hear much about the growing need for teachers to attend summer school to get advanced degrees. It is increasingly evident that students will have to go to college in the summer to ease the overcrowding.

When one looks at the increasing number of students during 3/4 of the year and near empty classrooms 1/4 of the year, required summer attendance seems the only solution (and that may not do it.)

These developments could cut into the supply of older counselors even more than in the past. As this could develop into a problem that would intensify an already tough situation, it might be good for ACA to look into college and university plans.

> Ronald Reed Columbus, Ohio

### Line Cuts for ACA's Book

Work on the book . . . [now being compiled to appear at the Golden Anniversary in 1960] is going forward rapidly now. We are using some little line cuts from two camp catalogs, and would like more. Regrettably (but understandably) we can't use half-tones. Would you put a note in the next possible Camping Magazine asking for directors to send me such cuts (from any catalog or camp "literature" past or present.)

Kenneth B. Webb Farm and Wilderness Camps Woodstock, Vt.

### Correction

Incidentally, I am the person incorrectly identified as M. C. Wood in the photograph, page 31, November 1958 issue.

M. C. Howard, Forester Port Washington, N. Y.

## BOOKS to aid in your planning of

- camp activities
- · recreation programs

### DANCE A WHILE

JANE HARRIS, State College of Washington; ANNE PITTMAN, Arizona State University; MARLYS S. WALLER, formerly University of Washington

This book is of particular value to the new camp instructor who has had little or no actual teaching experience and consequently no opportunity to develop methods of presentation of her own.

Copyright 1955; 8½ x 11" size; 270 pages; photo offset; spiral bound.

### GAMES FOR JUNIOR AND SENIOR HIGH SCHOOLS

. . . HAZEL A. RICHARDSON, Texas
Woman's University

This collection contains more than 170 games for the teen-age group. A complete description of each of the games, together with teaching suggestions and recommended variations is given. Elaborate equipment is not required.

Copyright 1957; 171 games on 4 x 6" cards; photo offset; fiber card case. \$2.75

### BEGINNING SYNCHRONIZED SWIMMING

. . . BETTY SPEARS, Brooklyn College Here is an invaluable collection of basic swimming techniques, composition, tips on learning progression, show production, costumes, props and music accompaniment. This book has been adopted by many university and college camps, Y's and civic organizations as an aquatic instructor's guide.

Copyright 1957; 151 pages;  $8\frac{1}{2}$  x 11" size; photo offset; spiral bound; illustrated. \$3.00

### A MANUAL OF RIDING

. . JENNIE M. ORR, Lake Hubert Minnesota Camps

This manual is designed to aid in the teaching of riding both in the ring and on the trail. It includes a brief study of the horse, bridle and saddle, details of proper mounting, position, and use of the aids to be mastered to be a good rider.

Copyright 1957; 8½ x 11" size; mimeoprint; spiral bound; 35 pages; illustrated. \$1.75

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### BOOKS FOR BETTER

### Program in Girl Scout Camping

By Janet E. Tobitt, Girl Scouts of the USA, 830 Third Ave., New York 22, \$1.50.

Although written specifically for Girl Scout camping leaders, others interested in the field will find it of value. Among the topics covered are: Planning a Camp Program, Government in Camp, Camp Living, Performing and Hand Arts, Nature, Sports and Games.

### Creating with Paper

By Pauline Johnson, University of Washington Press, Seattle 5, Wash., \$6.50.

This beautiful, profusely illustrated resource book will appeal both to educators and to those concerned with planning activities for youth groups. It describes the basic techniques of working with paper as a creative art form and provides high standards of design.

### Camp Evaluation

Boys' Clubs of America, 381 Fourth Ave., New York 16, \$3.00.

This spiral-bound publication is a series of work sheets and instructions in how to use them for evaluating a camp in the areas of Leadership, Program, and Administration. It will serve not only as a yardstick for measuring effectiveness, but also as a manual for operation. American Camping Association "Resident Camp Standards" served as a basis for the suggested practices.

### Boating, A Beginning Guide

By Jim J. Allen, Ronald Press Co., 15 E. 26th St., New York 10, \$2.95. For the novice in the sport of boat-

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ing or one who plans to extend his participation, this book tells what he must know in order to operate a boat smoothly and safely. Contents include: The New Language, Buying the Boat, Deck Seamanship, Boat Handling, Rules of the Water, Piloting. It is written in layman's terms and illustrated with drawings and photographs.

### How You Grow Up

By William C. Menninger, MD, and others, Sterling Publishing Co., Inc., 419 4th Ave., New York 16, \$2.95.

Written in conversational style for the young person himself to read, this book is to help the adolescent understand himself and his problems and learn to get along with people.

### In-Service Training Manual For Boys' Club Workers

Boys' Clubs of America, 381 Fourth Ave., New York 16, \$1.

Developed to assist staff in the

training of volunteer leaders, this booklet may prove useful as a guide for other youth-serving agencies. Principles and goals of in-service training, development of an effective training program and methods of presentation are outlined.

### On Your Own in the Wilderness

By Townsend Whelen and Bradford Angier, The Stackpole Co., Harrisburg, Pa., \$5.

How to find your way and live in true woods; mapping, hunting and cooking methods; equipment and sources are discussed in this book by men experienced in camping in the North Country.

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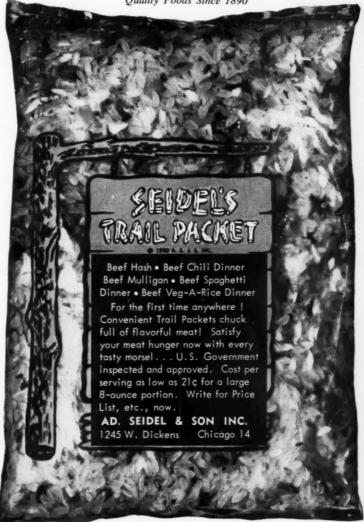
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## Day Camps—

## From City Streets To Woodland Trails

By George T. Wilson

THE SUMMER camp program of a public recreation deparment, conducted away from city streets, can become a most important phase of the community's recreation service for summer fun and education. The summer camp program of the Department of Municipal Recreation and Adult Education of Milwaukee serves more than 5,000 individuals during an eight-week summer session. The first week is set aside for camp staff institutes and for setting up camp. The season includes week-end camping, overnights, a camp placement program, field trips, one-day nature jaunts, and a day camp program.

The program pays its own way except for leadership costs. Major items of expense are transportation, milk, craft material and other expendable supplies. Some non-expendables have also been purchased out of camp income.

The philosophy of the program is Camping Magazine, March, 1959 best expressed by the simple facilities. All eight camps are nature-lore centered and stress trailside museums and interpretive programs using indigenous resources. This may sound pretty fancy, but it all adds up to a policy that avoids "taking the city to the country."

Use of desirable areas has been obtained through cooperation of agencies such as county parks, state parks and forests, and conservation departments. We are as choosy as possible about the natural resources of areas, and prefer to travel some distance in order to have them. The only essential facilities outside of a good natural area (with woods, fields and a stream or marsh) are a good supply of tested pure water and separate toilet facilities for boys and girls.

We like to make use of native materials, constructing totem poles, benches and lean-tos. We rely heavily on canvas tarpaulins, tents, twine and rope, and enterprising leaders and campers. Picnic tables furnished in state park or forest areas are used as places to eat and for work tables. Cast off wooden table tops and saw bucks are sometimes used. An old-fashioned icebox (which can be kept locked) was donated. Children develop benches, signs, cupboards, exhibits, cages, and nature games that add to the camp unit.

A large area where children can roam, with few restrictions being imposed on their movement and exploratory nature, is preferred to develop perception. Mass campouts are avoided to keep the camp experience free of "city congestion" of all kinds.

Each day camp has a special feature. Farm House Camp is also a week-end and overnight camp. Forest Lake has an old barn which supplements our tents and is used for craft work. Tepee Camp has a huge tepee as its headquarters. Although all camps carry out our basic philosophy to a high degree, Scuppernong Wil-

derness Camp achieves it best.

Scuppernong Wilderness Camp, situated 35 miles from Milwaukee in the Kettle Moraine Forest Area, is used by agreement with the Wisconsin Conservation Department and State Forest officials. The campsite is on a knoll separating hundreds of acres of deciduous and coniferous area. It is reached by a winding dirt road about a mile off the blacktop. The rough road limits public use but is ideal for our purpose and philosophy.

Here on the breezy knoll (well-drained and insect free) under huge oaks, we set up our base tents, an army pyramidal for headquarters, an 8' x 10' wall tent and two 6 by 9's, one serving as an infirmary. Two others are put up and taken down many times weekly by campers.

The knoll has a permanent totem pole, a rustic trailside museum with shelves, large wood signs, benches and other furniture made by campers. A 40-gallon lister bag hangs from a tree to provide water for washing and craft purposes. A look-out tower warns of the approach of "strange cars," and Old Glory flies from a homemade flagpole.

We believe every child ought to have the opportunity to enjoy a camp experience at a facility like this. seek a costs breakdown and ask for an inventory of supplies. Expendable equipment listed has been built up over a period of years, and much is used in our year-round outdoor education program.

Anticipated Income

35 boys and girls per week, \$5 each for seven weeks \$1225.00

Anticipated Expenditures
Bus fees (Charter bonded carrier, 8 hours per day at \$22 per day. Bus and driver remain at site for field trips and emergency) 7 weeks
Milk at 6¢ per half-pint (Under governmental provision for surplus camp food and milk, this

can be cut to about 3¢,

Expendable supplies

total \$40.)

\$1044.40

170.60

71.40

748.00

Contingent (If not used, this goes for non-expendable supplies.)

Campkeeping

2 scrub brushes, 2 can openers, 1000 paper cups (hot and cold, used for program also,) 60 rolls paper plaster of paris, 36 screening sheets 5" x 7", gummed tape, turpentine, 12 pair scissors, 1 box leather scraps, scrapwood, 1 butterfly and 1 dip net, cans and jars, carbona, bulletin board, paper clips.

First Aid Supplies

Acmoline, adhesive tape, ammonia, bandage, band-aids, cotton, pocket pack for hikers, gauze pads, soap tourniquet, burn ointment, alcohol, stretcher.

Shelter

Pyramidal tent 12' x 12' with poles, stakes, ropes; wall tent 8' x 10'; 2 wall tents 6' x 9'; tarp tent 12' x 14'.

Kitchen

Ice box, 3 hand basins, fly sprayer, 19 roasting forks, 2 large kettles and covers, 2 kitchen knives, soup ladle, 10 qt. water pail, 2 dishpans, 2 frying pans, aluminum pitcher, 2 spatulas, lifting tongs, reflector oven, 2 iron pots.

Campkeeping

Wood bin for lunches, 5 wood benches made by campers, cooking screens and grills, 40 gal. lister bag, 2 supply boxes.

Program

6 table bucks, 2 table tops, wood signs made by campers, terrarium, bulletin board, small animal cages, flagpole, display shelves, 3 humane traps, leather punches and tools, 24 sketch and press boards, boxes, etc.

Tools

Garden rake, 2-man saw, shovel, toolchest containing 5 C-clamps, 2 wood chisels 1" and 34", draw shave, 12 bits, 2 braces, 12 drills, hand drill, file, glass cutter, claw hammer, 12 sloyd knives, 5 locks and keys, 2 pliers, carpenter rule, sandpaper (various grades,) 12 coping saws and blades, cross cut saw, screwdriver, tin shears, square.

Camp staff includes a director, a directress and a camp supervisor. The staff is supplemented by the bus driver and a boy who is a "graduate" of Scuppernong and acts as a camp aide. Pay scale ranges from 80¢ an hour for camp aides to \$2.00 an hour for directors and specialists. An experienced naturalist generally serves as director.

The camp staff prides itself upon the development of skills in the outdoors. After a member has exhibited skill, understanding and appreciation of the outdoors during a number of years of work, he is made a member of "Knights of the Golden Owl Pellet." This award is a singular distinction and expresses the philosophy of the entire program.

—Mr. Wilson is Supervisor of Outdoor Education Activities of Milwaukee Public Schools.

The philosophy of the program is

expressed by the simple facilities.

Camps are nature-lore centered.

Camp fee is based on cost of transportation, milk and expendables used. At Wilderness Camp the fee is \$5.00 per child per week (five days.) Sack lunches are carried. If a child on one of our 94 playgrounds wishes to go to camp but cannot because of lack of funds, a campership made possible through gifts is available upon certification by the playground director.

The Recreation Department budget underwrites leadership costs and non-expendable equipment. Day camp fees at our other camps vary from \$2.00 to \$6.00 per week. We use insurance only on week-end camp periods and this cost is included in the fee charged.

Inquiries by persons interested in the day camping program usually towels, 12 dishcloths, 12 dishtowels, 1 gal. disinfectant, 1 gal. fly spray, 50 lbs. lime, hot pads, 60 pkgs. scouring pads, soap flakes or powder, 1000 drinking straws, 72 rolls toilet paper, Dichloride crystals, 1 gal. bleach, 12 yds. cheese cloth, carborundum stone, friction tape, 3 tweezers, 1 roll stove wire, 1 roll picture wire, 3 rolls scotch tape and dispenser, 1 roll wrapping paper.

Program

Fish hooks, lines, sinkers, corks, 4 insect boxes, assorted nails and screws, 50' rope, twine, flag and flag cord, 1 pt. alcohol, 24 water color paint sets, 24 tooth brushes for spatter prints, 1 gal. carbon tet., poster paper, 10 yds. cotton, 14 boxes crayons, 4 rolls luster lace, 12 show card paints, 1 pkg. construction paper,

## Careful Plans Make Canoe Trips Fun



Burns Photo, Camp Deerham, Rhinelander, Wisc.

Motivate
Qualify
Organize

### By Irwin Simone

OFTEN directors hire young canoeing counselors with canoeing skills but no tripping experience. If such counselors are given a good guide to study, they will be able to plan and execute a canoe trip so that campers return in good health and high spirits. A brief outline of material such a guide would cover follows.

Planning with an Objective Approach.

A. First things first: The best safety precaution for a director to take in planning a canoe trip is to select mature, well-trained counselors as trip leaders. This is an out-of-camp activity where any number of things can and often do happen, so choose leaders carefully. Above all, they should be able to *enjoy* their charges and have fun with them.

A tripping counselor should be a Senior Life Saver and have canoeing and first aid skills. A ratio of one counselor to five campers should be maintained; at least two counselors should go on a wilderness trip. Thus, in case of accident or illness, one counselor can return to camp with the sick or injured. The other can finish the trip with the group.

Always stress the importance of staying with the canoe in case of an upset. Almost every case of drowning has been caused by the canoeist trying to swim ashore without the canoe.

B. Maps and their use: Get an authentic geological survey map of the water route to be covered and the surrounding country. Glue the map to a piece of cloth and waterproof it by spraying it front and back with plastic spray. Measure mileage exactly.

Buy a good compass and learn how to use it. Always check each major change of direction with compass and map regardless of how well you think you know the area.

C. Plan a leisurely trip—for fun. Campers remember longest the good times they had on out-of-camp trips, so plan and execute them well. Have time for swimming, fishing, cooking special dishes, taking side trips, camp fires and fun at night, reaching worth-while objectives, allowing campers to make choices whenever possible.

D. Check ahead of time for the

1. Paddling time. Consider the age and physical condition of the group, and whether the trip is by river or lake. Plan for a light day on the first and fourth days out. On the first day campers, "break in" paddling

muscles and on the fourth a rest is needed. Plan no more than 18 miles a day for teen-age girls nor more than 25 for teen-age boys. Six hours of paddling is a good day's work for the average camper. Remember the trip is for fun.

2. Rapids and portages. No camper should undertake to run rapids. In a true rapid, not even the most skilled canoeist can be sure of getting through safely. Riffles are another thing; youngsters should be allowed to run these for the experience and thrill and to save time.

Portages should be included in every wilderness trip as they are a part of the learning process. However, do not include too many portages in one day and try to limit them to a half-mile in length. Plan to make camp at the end of a portage or dam trail; it will save loading and unloading. In Canada, most portages have excellent campsites at either the beginning or end of trails, and the same is true at dam sites in canoe country of the northern United States.

3. Water Supply. Drinking water from lakes and streams is not a good practice. All clear water is not free of germs. Boil water each evening for the next day's supply. Water can also be treated with halazone tablets.

Beware of treating water from stagnant pools or polluted streams.

4. Provision pickup spots. Farms and fishing camps along the canoe route should be noted ahead of time in case food runs short in a remote area. Fresh eggs and vegetables may be bought at such places to give campers a balanced diet.

Emergency call-in spots. Have a plan in case of accident or serious illness. Know the paddling time to a telephone from the most remote spot

on your route.

6. Campsites. Plan where you will spend the nights with your group. There is not much land left in the U. S. that is not private property. If you wish to camp on a farm or near a resort, ask permission ahead of time. Pick a spot near a beach, if possible, for swimming, dishwashing, washing and beaching of canoes. Do not, however, pitch camp on a sandy beach - you will have sand in your gear and food. Start looking for your campsite by 3 p.m.; try to find one by 4; be on the campsite by 5. Making camp and cooking in semi-darkness is not a pleasant experience.

### **Choosing Sites**

Prevailing winds should be studied and a campsite chosen that is sheltered from easterly winds which usually bring summer rains. Tents should face northwest and be away from big timber.

Avoid questionable places for campsites. Make sure campers stay clear of resorts, taverns, etc. Avoid other groups of children because of contagious diseases.

II. Motivation and Qualifications for Canoe Trips.

A. Have an overall camp calendar with canoe trips and other outstanding events listed. This helps prevent conflicts, and events can be planned well in advance. For instance, the camp's best riders may be looking forward to a canoe trip until they realize that the date conflicts with the horse show. A camp calendar helps in better planning and spacing of events to keep up interest throughout season.

B. Stimulate interest in canoeing and canoe trips by out-of-camp activities via canoes. Plan cook-outs across the lake, exploration trips with the nature counselor via canoe, moonlight cruises and "float sings," horse-back-canoe trips (one group of campers rides to a designated spot and another paddles to it, The groups cook the evening meal together, enjoy the campfire and return to camp before sunset. The riders become paddlers on the return trip.

C. Foster enthusiasm for canoe trips by distributing trip requirements, maps and a canoeing booklet to all cabins with campers who can pass the requirements. Camp libraries should have good books on canoeing, camp craft and outdoor cooking. The following might be included:

"Canoeing," American National Red Cross, Washington 13, D. C.; "Camp Cookery," Kephart, Macmillan Company, Chicago, Ill.; and "The Way of the Wilderness," C. Rustrum, Burgess Publishing Company, Minneapolis 15, Minn.

### Qualifying for Trips

D. It is poor policy to allow campers to take a canoe trip without some qualifying procedure. Your tripping program will be more popular and much safer if you have set requirements for each type of canoe trip. Post requirements as soon as camp opens so that campers can get right to work on them. Allow campers to take trips according to their classifications. For example:

A River Brave has passed basic canoeing skills and can swim 200 yards. He will be allowed to take a one-day and one-night trip under close supervision on a local stream. Canoes are to stay within 50 yards of shore at all times.

A Lake Brave has perfected the basic canoeing strokes and can swim 300 yards. These campers are suited for a local three-day trip by river or lake, always staying within 100 yards of shore.

A Voyager Brave has passed all of the skills required for an American Red Cross canoeing certificate and can swim 440 yards. They can qualify for extended wilderness travel.

Little One-Feather can absorb just the bare fundamentals of canoeing but would love an overnight canoe trip. With a counselor in every canoe and life jackets on each youngster, they are perfectly safe on stream or small lake.

E. Campers have to be built up to a trip physically and mentally to derive the fullest benefits from the venture. Make sure they are in condition to paddle the planned route in the allotted time. Counselors should know the physical capabilities of the group, as well as their mental set.

Require a definite number of hours of rough water paddling for the wilderness trippers. This will give an indication of how the group will react to rough going. They should know how to paddle into the wind as well as how to run before it.

It is wise for the group to have at least one cook-out across the lake or down river before the 10-day wilderness trip. This serves as a trial run; you can spot shirkers, size up paddlers and see how the group as a whole performs.

F. Some camps use a trip clearance sheet. This is a printed form to be signed by camp nurse, camp director, camp craft instructor, cabin counselor, canoeing and swimming instructors. The sheet thus indicates that a camper has met all requirements, is physically fit and is ready to go on the wilderness canoe trip.

—Mr. Simone is Associate Professor of Physical Education and Swimming Coach at Grinnell College, and waterfront and tripping director at Camp Hillaway, Hackensack, Minn.

A utensil box packed for a 21-day wilderness trip.



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### Part II

In ADDITION to being a service to youth, operation of a summer camp is also a business endeavor. In connection with this aspect of your operations, good accounting records can be of considerable help to you. They can help in pointing out trouble spots; they can aid you in your planning; they can help in controlling your operations.

Generally, accounting problems will fairly closely follow operating problems. A camp is actually engaged in many kinds of businesses within a single business. This condition, in itself, presents certain problems. You encounter in varying degrees some of the aspects of many other businesses in addition to those peculiar to camp operation. You run hotels, restaurants, confectionery stores, sports activities, service functions, even minor medical services. This list is by no means all-inclusive.

Should you, therefore, adopt accounting procedures peculiar to all these businesses for your own operation? Actually, to do so would be impractical. Office and record keeping costs must be controlled like any other cost. On the other hand, the records you maintain should certainly be adequate. On what basis, then, should we approach this problem? How far should we go in building up accounting records? It seems to me the answers to these questions primarily depend on the following:

(1) What control features are desirable?

(2) What information will help management improve efficiency of operation?

I am referring here to accounting records over and above the bare necessities required by taxing authorities and those needed to determine whether a profit or loss was made. First we'll discuss what control features may be desirable. Control features are built into accounting records for two purposes:

(1) To control accuracy of records themselves and

(2) To effect control and accountability of physical assets.

Need for controlling accuracy of records is recognized and the only question involved is one of degree. However, controls which can be established over physical assets merit further consideration.

How can records establish controls over assets? Properly devised records can tell you many things. You all realize the importance of billing your

## **ACCOUNTING:**

### **Tool for Better**

**Camp Management** 

campers and the revenues you could miss if this was not done carefully. Depending on your policy, you may also bill for many other materials and services. These minor amounts when accumulated can be substantial. They may include items from camp store, transportation, laundry, cash advances, to name a few. Accounting records can be invaluable in preventing loss of revenues from lack of billing. The secret is to have a properly supervised routine system which will point out whether these items are all billed, partially billed or not billed. This is just one area where records can be utilized to effect controls. There are many other examples.

Of no minor importance is control over costs. Part of the battle in controlling costs is knowing what they

Some departments, such as the camp store, produce revenue. You may or may not expect the camp store to be self-supporting. In either event knowing the operating results of this department is useful.

### Camp Store

For instance, you may find the store cannot be self-supporting. On the other hand maybe you're being too generous in setting prices. Off-hand, it seems to me this department should normally at least break even and probably show a profit. But to

determine this accurately, revenues and component costs must be matched.

Once you know what the results are, you either accept them as being realistic or investigate further to determine the causes—which may be too low prices, not everything being billed, theft of merchandise or other causes. In any event, it is difficult to tell if the camp store is properly run unless the facts are known.

### Other Departments

If this is true of the camp store, does it also apply to other departments and activities, I think it does, even though they may produce no direct revenue.

What are some of the benefits you can derive from knowing the cost of specific activities? If you can examine costs of the various activities in relation to each other and to participation, you may find some are costly a n d ineffective. With this knowledge, you have several courses of action. You may either cut out an ineffective activity, curtail it or continue it as is.

If you decide to cut out or curtail the activity, funds saved may be used to increase effectiveness of a more acceptable present activity, start a new one or reduce overall costs. In any event, knowing the cost structure can help you improve or maintain

the effectiveness of your program.

One camp department which represents a large portion of total costs is the kitchen. In determining fees, this cost must be considered carefully. It is, therefore, very important that food costs be known and controlled.

Of course, the type of meals served has a tremendous effect on overall cost. This you control by policy. But determining the type of food and meals you plan to serve does not entirely solve your problem.

Excess quantities of food may be purchased. Buying may be done in quantities insufficient to obtain price concessions. Delivery shortages may exist. Employees or others may dip into your food supply for personal

Controls insuring that these types of losses are kept at a minimum are necessary. Someone should be responsible for checking deliveries. If you maintain a warehouse, canned and packaged foods may be received and stored there. Kitchen personnel should withdraw from the warehouse on signed requisitions. Thus, part of the food is placed under fairly adequate physical control.

### **Check Deliveries**

Meats and produce will probably be delivered direct to the kitchen. Someone in the kitchen should be assigned to checking in direct food purchases. This responsibility should be specifically assigned and understood.

Spot checking at intervals improves effectiveness of control. Regardless of how receiving is handled, provision should be made to be certain you are getting what you ordered.

One of the hardest items to control is cost of food used in meal preparation. This depends on type of food served, amount to be served and number of people being served. You, of course, can set up an elaborate costing system. You also can depend solely on the discretion of your chef. What method of control you should use depends on the size of the camp.

One method that should be feasible for medium and smaller camps might be simply determining average cost per meal per person served. This necessitates knowing how many meals are served. You should be able to do this quite accurately by maintaining a daily count. This figure is simply divided into the cost of food consumed to give cost per meal.

Determining cost of food consumed is a little more difficult, but by studying your purchasing policy it can be done. For instance, you buy meat, vegetables, etc., every so often and the period between purchases indicates use. This is not as accurate as taking an inventory but it will give you some idea of the cost of food consumed during a given period.

Cost of canned and packaged foods for the same period can be determined by pricing out requisitions (if they are used.) If you don't have a warehouse, cost can be determined by requiring kitchen personnel to check off on a prepared list each case of food used.

### Meal Cost Average

If you have maintained an adequate count of number of meals served, at the end of the season you can easily calculate average cost of each meal. This is valuable in comparing with prior years, in planning for next season and in judging effectiveness of your kitchen personnel.

The information is available for knowing and controlling costs. The way you set up your records determines their usefulness. Costs can be accumulated on a departmental basis in the smallest of operations without a great deal of difficulty or additional record-keeping. A practical approach should be taken—to allocate every minute cost to each department and activity would accomplish little.

Major costs such as labor, material and supplies can usually be quite easily allocated. Some of your other costs fall naturally into specific departments. If you analyze your operation, you'll find that the list of major expenses applicable to each department is not too long. This means the problem of recording on a departmental and activity basis is much simpler than you may think.

### Cost and Revenue

If costs are accumulated on a departmental basis, revenues (other than tuition fees) should be broken down on the same basis. Of course, not all departments directly produce revenue. However, for those that do, a comparison with applicable costs becomes a simple matter and provides base information for management to appraise operations and aid in making decisions.

There are many other ways your accounting records and procedures can be valuable in controlling operations and analyzing costs. To illustrate one further point, let's consider the matter of tuition fees, Generally, your tuition is set to cover a multiple

of costs while still being high enough, in the case of private camps, to produce a profit.

A portion of these fees could realistically be allocated to, say, the restaurant operation. This, of course, would necessitate setting a value on each meal-but this could be done quite easily on an average basis. Knowing approximately how many campers will be attending your camp, it would be fairly easy to establish, before the season starts, a figure of what you expect the kitchen to produce. Either periodically during the season, at the end of each period and/or at the end of your season. you can compare actualities with forecasts. We can carry this even further-incentives go a long way in controlling costs. It might be advantageous to pay your chef partially on an incentive plan geared to kitchen costs. I'm sure there would be some dangers in such an arrangement, but such a plan might be worthy of consideration.

This idea, of course, does not have to be limited to the kitchen. Careful planning in advance should pay large dividends. An operating budget setting forth all costs is an excellent device in helping you plan the season. This budget should be prepared on the same basis you maintain your records. If you break down your costs departmentally and by activities, prepare the budget in the same manner. This permits easy comparison.

### Aid in Planning

One of the great values of having departmental cost records is their aid in future planning. They provide a starting point and something tangible to work from. Budgets or forecasts can also be worked into a cash flow sheet, which will aid you in foreseeing what your cash requirements or excesses may be, and when they will exist.

It is obvious this information is valuable for camp operation during the season. It is also very helpful in planning and timing camp expansion and major renovation and repair projects. Since the major portion of your cash is normally received during a short period, careful planning of its use becomes increasingly important.

—The author is associated with the firm of Broeker & Hendrickson, certified public accountants of St. Paul, Minn. This article is based on a portion of Mr. Rian's talk at the last national convention of ACA. Part I of this article appeared in the February issue.



Poison Ivy Leaves



Poison Oak Leaves

## Poison Ivy-Oak Prevention Discussed

By Robert J. Langs, M. D.

Poison IVY and poison oak represent an almost universal problem throughout the United States and southern sections of Canada. The best medical estimate is that eight people out of 10 are more or less susceptible to these poisonous plants, and the plants themselves are indigenous to 94.8% of all counties in our country. The only state completely free of poison ivy and poison oak is Nevada.

The hazard of poison ivy and poison oak is insidious. Plants are not always easy to identify, as they take on a variety of shapes and forms. They grow as climbing vines, ground creepers, stocky herbaceous bushes. While leaf formation is normally uniform—"Leaves of three, let it be"—the leaves themselves are by no means uniform in shape or appearance.

Most insidious of all is the poisonous element that makes these plants dangerous. The skin irritant of poison ivy, poison oak and poison sumac is the same toxic agent, a nonvolatile substance called urushiol. Because it is non-volatile and hence does not dissipate when exposed to the air, urushiol is extremely long lasting. This virile poison permeates the plants it infests—not only the leaves but the roots, stem and fruit

as well. Even after the plant is dead, the poison remains potentially dangerous for months to come. Thus urushiol poisoning can readily be contracted from dry poison ivy or poison oak leaves that have fallen to the ground. Extremely severe cases of poisoning can be caused by the smoke of camp fires made from brush or logs to which dead tendrils of poison ivy are still attached. Thus, last summer's crop of poison ivy or oak is still a menace this year.

Most camps of course, take strenuous precautions to protect campers and staff from poison ivy and poison oak. They do their best to eradicate plants in the immediate vicinity of camp by using chemicals, usually in the form of sprays. But this is effective only if it reaches all growing plants. Poison ivy and poison oak are tough and perennial. A fragment of root left in the ground will sprout anew with minimum encouragement, and reseeding is virtually impossible to prevent.

The extent of poison ivy and poison oak hazard for summer camps has been highlighted by findings of a recent national survey of summer camp directors. Questionnaires were sent to approximately 10,000 camp directors throughout the United States, and 2,643 replies were re-

ceived. The results of the survey, when tabulated, were as follows:

Camps indicating a poison ivy and/or poison oak problem Directors who consider plant poisoning of concern to Camps indicating poisonous plants interfere with camp activities Camps forced from time to time to send campers home because of plant poisoning Directors who believe camp attendance is reduced because of fear of poisonous plants

This is the scope of the problem for camps. Non-medical approaches have been unable to cope with the situation, and no amount of warning or restriction has protected youngsters from contact with these plants.

What, then, has the physician been able to contribute to this problem? Until recently, very little aside from therapy of the lesions. Since 1829, we have known that extracts from the poison ivy or oak leaf can provide greatly enhanced immunity against the lesions they cause. Yet, we were unable to utilize this knowledge because we couldn't get the

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needed substances out of the plant in a form suitable for human ingestion.

After many years of experimentation in medical laboratories all over the country, Margaret B. Strauss, Director of the Allergy Laboratory, University Hospital, New York, finally solved this medical riddle about 10 years ago. Painstaking research followed on the part of many physicians, and it was my privilege to climax these studies of clinical tests, using the product which had been evolved—Aqua Ivy Tablets.

The studies produced a great deal of data and the following are some of the highlights:

One test group was 254 members of the U. S. Coast Guard clearing brush along the ivy-infested banks of the Mississippi River. Over 50% of these men had had poison ivy the previous year. After a six-week period, 95% of those given the tablets had clinical immunity of ivy poisoning for that entire summer.

#### Test

The tablets were given to 50 campers; all developed season-long immunity. In contrast, among co-campers not taking the tablets, 20% contracted ivy-poisoning that summer. Another group of 26 children with a past history of poison ivy were given the tablets. Once again, the material proved to be nearly 100% clinically effective. The tablets were almost entirely without side effects and were safe in the studies with children.

What this and other data mean to you and your campers is that physicians can now suggest an answer to the poison ivy-oak problem: built-in immunity in tablet form which can be acquired before exposure and will last throughout the outdoor season.

The safety of Aqua Ivy Tablets has been so well established that official approval has been granted for over-the-counter sale to the general public without medical prescription. It should be mentioned that the time is already at hand to begin the program of immunization, since studies show that this undertaking is best initiated one to three months before the ivy season.

"Leaves-of-three" should no longer symbolize a dreaded source of suffering, but should soon become a mark of an old problem now medically solved.

—Dr. Langs, formerly of the U. S. Public Health Service, is now with Albert Einstein College of Medicine, New York City.

Camping Magazine, March, 1959

### Why Don't You

## "SELL"

### Your Camp to Schools?

Camp owners and directors can encourage school administrators to begin a school camping program, using their camps for the program.

By Jonah D. Margulis

S YOUR camp empty in the spring or fall of every year? Why not put it to use?

In a recent survey of 111 district, city, and village superintendents of New York State public elementary schools systems where there was no school camping program, 75% felt that there was a need for a public school sponsored camping program for elementary school children in their areas.

While the majority of New York State superintendents were in favor of initiating school camping programs, they indicated that obstacles, such as lack of funds, campsites, and "qualified" staff, have prevented them from beginning camping programs.

Here is what a camp owner or director can do to encourage school administrators to begin a school camping program, and perhaps, use his camp and facilities for the program.

#### Finances

If the school administrator claims finances prevent him from having a camping program, point out how, with little or relatively small expense, school systems can set up suitable programs for camping and outdoor education.

Some schools are able to operate school camp programs at a minimal expense to the school, with campers contributing most of the cost involved. Average cost in New York State for school camping was \$1.78 per child per day. Costs vary depending upon the need for substitute teachers, rental cost of site and facilities, bus service and incidentals.

For a school administrator who fails to see how his school could have a camping program correlated with his curriculum without having to draw on school or district funds, you can illustrate how this is done with the following examples:

San Diego City schools utilize their school saving program for a long-range saving plan for camp fees. Some

children start saving in the third, fourth and fifth grades for the school camp experience.

Other districts participating in the San Diego City County Camp Commission program have been helped by the cooperative efforts of Parent-Teacher Associations or service organizations in establishing revolving loan funds.

Many schools have developed work experience programs and money raising projects such as paper collections and sales, carnivals, special performances, etc.

### Campsites and Facilities

Campsites and finances are, in themselves, interwoven and seem to be the major stumbling blocks for many school administrators. Common practice of 72% of the public schools of New York State with camping programs is to rent existing private facilities. This eliminates spending energies and money for creation of new sites and facilities.

Croton-Harmon Schools, Croton-on-Hudson, N. Y., are fortunate in finding a 20-acre camp site and facilities not more than five miles from the school. The organization that operates the camp for exceptional children is also fortunate. The school campers, while engaging in conservation work, are actually helping to maintain and improve the camp.

#### Staff

Third major deterrent given by school administrators for not having school camping programs was their belief that a trained school camp staff was needed.

A camp owner, when "selling" his camp to the school administrator or school board, can quote the following:

Administrators of 61% of the schools surveyed that are now sponsoring camping programs feel that previous camping experience is not essential for teachers of the classes involved.

One-third of the school camping situations have been



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operated by administrators and instructional staffs who had no previous camping experience.

The staff of one school camping program consists of teachers, resource persons, parents, and lay persons. Individual parents or groups of parents, and, in some cases, interested persons who do not have children in school, help in the capacity or area where they can best contribute.

Staffs of New York State public schools who have camping programs vary. Staffs ranged from a camp directorteacher, camp mother, classroom teacher, and four high school students for a five-day camp session to a one-day camping session under the direction of two administrators, music, art, physical education and science teachers, and a nurse and two members of the cafeteria staff.

In-service training for teachers in school camping is done by means of experts in camping, resource persons, conferences, workshops, institutes, and meetings of staff and administrator or camping consultant.

As many student-teachers as available were used to aid the classroom teacher at the camp site.

Sixty per cent of those responsible for operation of school camping programs stated they would prefer to have a professional camp director handle administrative details at their own camp sites.

These significant facts, coupled with the opinions of two-thirds of administrators now operating a camping program who feel that camping experience is not essential for teachers, should encourage administrators and teachers who feel uneasy about beginning school camping programs.

### Additional "Selling" Points

One of the most significant facts uncovered in the survey of public school camping programs was the misunderstanding by many educators and non-educators of the basic philosophy of school camping programs. Much of the opposition to school camping stemmed from their belief that school camping programs are used primarily for recreational purposes instead of being correlated with school curriculum.

Camp owners should disseminate information defining the scope and limitations of school camping to educators and non-educators who are presently opposed to school camping programs because of this misunderstanding.

In order to avoid negative reactions on the part of parents and the community at large, terms and objectives of school camping should be clearly stated. By using such terms as "school-study camp" or "school-resource camp," there may be less opposition to the proposed plan.

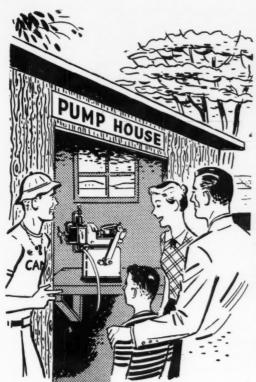
Camp directors can recommend that surveys be made by ACA Sections to determine availability of desirable camp sites and facilities, their locations, and the cost of rental of the sites and facilities for use by schools.

Camp directors should write for "Outdoor Education," a "newsletter for the exchange of ideas on School Camping and Outdoor Education," Editor, Julian W. Smith, College of Education, Michigan State University, East Lansing, Mich., to obtain up-to-date information dealing with school camping.

Outdoor education workshops, school administrators' conferences and conventions, etc., will give camp directors an opportunity to meet educators and to tell them about their camps and facilities. There is nothing unethical about this. Julian Smith reports that in some communities school camping programs have been initiated through the endeavors of interested laymen.

So, if you want to get maximum use of your camp, get out and "sell" your camp to educators and Parent-Teacher Associations, service organizations, and veterans and church groups. Sign them up now for the spring months.

—Mr. Margulis is associated with the Board of Education, Buffalo, New York.



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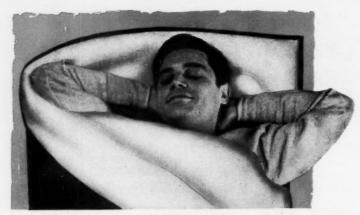
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-Camp Adventure Photo

## Help Your Campers Enjoy Group Singing

By Walter L. Meyer

COOL evening in last August . . . camp's traditional farewell banquet. The voices of 104 boy campers and 40 staff members resound merrily over the lake as one song follows another. There is the customary distribution of camp newspaper, souvenir pens and pennants, and then the program shifts to the pier on the lake front. Here the boys set afloat paper plates bearing lighted candles. The year "1958," fashioned in bright lights, appears dramatically some distance from shore, as a dark craft floats silently along. More songs: "Auld Lang Syne," "If You Want to be a Camper," "Tell Me "If You Why," "Kum Ba Ya" and others fill

the cool night air, lending a heart warming glow to the entire colorful ceremony.

Anything unusual about this camp closing? Probably not. Camps have always had farewell dinners and closing ceremonies. However — the scene occurred at a camp that had been, up until four weeks before summer's end, a non-singing camp.

Last summer I came to this camp near the end of July. The director was so apprehensive about the kind of reception his campers might give to a song leader that I was introduced simply as "our surprise program for tonight." For the remainder of the day and throughout the evening meal, campers amused themselves guessing what their guest entertainer could be — baseball player, come-

dian, movie actor, weight lifter, water skier.

Near the meal's end a birthday cake appeared and as it was carried to the birthday camper's table, the familiar "Happy Birthday" was spontaneously sung with increasing vigor as voices joined in. Sung? It sounded about as discordant and unmelodic as boys' voices can — particularly when they want to sound that way. That singing was an unfamiliar, if not unpopular, phase of life at this camp was apparent. A group singing program would be a challenge, indeed.

After dinner I stepped before them and announced we were about to launch a new satellite: "Satellite Jackpine." I demonstrated the pattern of sounds and motions to accompany the launching, and they followed my

directions with unrestrained glee. Then I taught them how to count in Japanese and showed them how the numbers could be uttered in a rhythmic manner accompanied by hand-clapping and arm-flinging motions. Next, I told them that in my travels to over 40 nations I had learned

their attitudes about a number of things including girls, they may nevertheless continue to shy away from singing if it has now taken on a "sissy" status in their opinion. Girls may likewise lose their natural attraction to music when it is a tiring and boring experience in the hands of an

force welding the camp into a unified whole.

Good singing should, of course, be encouraged. This has the most appeal to children beyond "small fry" stage. To induce his audience to strive for soft, mellow tones, the leader can set the stage by the way he introduces the song, by speaking in a low, soft voice - perhaps saying a few words about it to present a mental picture. Get a group of any age level to sound good and they will love you for it. You lead the way, and as inevitably as day follows night, as interests deepen and expand and seek even greater knowledge or skill in some new or unfamiliar idea that has captured our attention - in just such a way, an awakened interest in music and singing can lead to further development.

Good song leaders are a definite asset to any camp. The obvious question follows: can camp counselors become song leaders? The answer is: Yes, why not? As a counselor he is already a leader. To carry over this leadership capacity into leading a song he needs to be genuinely interested in that. If he's really sincere about wanting to lead his campers in singing, he will readily visualize himself in this role — and seeing yourself do what you want to do is the best possible starting point. Belief in one's self is half the battle.

### Be Enthusiastic

A sense of rhythm he can convey to his audience, and the ability to carry a tune are, to be sure, definite assets. But even if he is weak in these needs, the leader can still warm up his followers to the point where they'll "sound off" from the very sparks of his enthusiasm. Enthusiasm is contagious. Add to it a pleasant disposition or good humor and you have an unbeatable combination.

Finally, be prepared. This means knowing your song material and adding constantly to it. Never try to lead a song unless you are thoroughly familiar with it. Practice before a mirror and watch your facial expressions. Smile. Be cheerful. And practice, practice, practice. Look for any opportunity to lead a song. With each success you gain more and more confidence. And confidence is a song leader's most vital requirement.

—Mr. Meyer is a song leader who has traveled to more than 40 nations throughout the world, teaching his "Songobatics" to groups of all sizes and ages.

### Singing in camp should first of

### all be fun. Happy, smiling

### faces bring forth happy sounds.

many new and interesting songs like "Ten Green Bottles" that British soldiers like to sing as they march along. They clapped hands rhythmically and sang as I singled out certain groups in the audience, and so "Ten Green Bottles" took on a playgame approach. The response was LOUD and happy. Then they accompanied the singing of "Aye Chiapanecas" with laugh-provoking gestures. They acted out parts of a ball game with lusty cheers and boos, became vendors vying with one another in selling score cards and hot roasted peanuts - all part of "Take Me Out to the Ball Game."

The fun reached its highest pitch when camp director, camp nurse, cook, counselors, et al gave out with their extemporaneous versions of the hula-hop to the strains of the "Hawaiian War Chant." My color film, "Music Is My Magic Carpet" followed for 24 minutes, and a whole hour had fairly flown by. The young audience was looking for more. Now they were singing, yes, singing songs like "Swing Low Sweet Chariot" and "Down in the Valley." Just once through and they had learned the appealing Danish round: "Rosen Fra Fyn." Next, the African "Kum Ba Ya." They were singing in soft, surprisingly hushed voices. They actually sounded good - were quite surprised that they did - and loved it!

Young boys tend to disapprove of such matters in life as eating spinach, washing behind the ears, anything that smacks of "school stuff," and, of course, girls. They do have a child's natural love for music. But all too often tedious, boring musical exercises and babyish songs have made them regard regular music period with distaste.

As boys grow older and change

inflexible and uninspired school teacher.

Singing in camp should, first of all, be fun. Happy, smiling and laughing faces bring forth happy sounds. And if the sounds are at first too spirited and too loud — what matter? At least there is 100% participation, for when singing is joyous and loud enough, timid ones will join in. So also will confirmed non-singers.

Yes, make it a fun session. Make it real audience participation by injecting action songs with gestures, stunt songs that permit groups to respond in friendly competition; use skits that can be staged without rehearsal. Then try a round or two. Now is the time, without tipping your hand as to what you're up to, for a soothing, quiet-time song. Lead them into it without apology. Set the pace and tempo with your own facial expression and easy-to-follow hand gestures. Softer. Still softer - make it a dramatic thing. The more your audience is unfamiliar with this type of response, the more it will be stirred and entranced.

Showmanship, salesmanship, applied psychology, all have a place in community or group singing. These are gained through experience and still more experience, a leader becomes able to sense the mood of a group, to meet that mood with the right selection of songs or stunts, and then to guide the group along.

But remember that the thought uppermost in the camper's mind when he chooses a camp is to have fun. If he is to look forward to a singing period with joyous anticipation, he must get fun out of it. This spirit of fun in a group situation helps to generate the spirit of fellowship. By singing together, people are drawn closer together and singing becomes a social





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### **Better Conservation Leadership**

### Gives Campers "Roots in the Land"

By Howard E. Weaver

THE HEART of camping—organized or unorganized—is the outof-doors. Likewise, the heart of a camp program should center around the outdoors—enjoying, knowing, and using nature effectively without destroying the environment.

More and more camp directors are becoming concerned about "graduating" campers who have learned little or nothing about the out-of-doors and have not gained favorable attitudes about nature and man's dependency upon natural resources and their conservation. The question is, "Where do I get qualified leadership and how can I use it effectively?"

Leadership in nature and conservation is scarce and will be scarce until camp directors and school administrators make their needs known to colleges and other training institutions. Camp positions in nature recreation must also be attractive in terms of status and remuneration. When a capable leader is found, he can give pre-service and in-service training to other counselors. This is especially important in decentralized camps.

The nature leader has worked long and hard for his training and experience. In addition to having the personal attributes required of all counselors, he must have a genuine enthusiasm for nature, be alert to natural phenomena, curious, and have a working knowledge of the natural sciences - botany, zoology, geology and astronomy. Field training is essential, preferably with an ecological approach where the student gains first-hand experience of living things in relation to their environment. The good nature counselor need not be a "walking encyclopedia" of nature lore, for knowledge of "things" is not enough. Poorly trained nature leaders have killed children's interest in nature by requiring them merely to collect and identify so many leaves, insects and rocks. Identification is too often an end in itself. The leader must make nature exploration fun, exciting and challenging. Games, crafts, hikes, campouts, service projects, nature trails, exhibits, movies,

and dramatics are used by the nature leader to accomplish his objectives.

### Leadership Training

Fortunately, colleges and organizations are providing opportunity for teachers, camp personnel and other interested adults to get necessary field training. This is often carried out in camps. Plants, animals and minerals are studied in their natural setting. First-hand experience is gained in soil characteristics and plant and animal relationships in field, thicket, woods, pond and stream. Students also have opportunity to become familiar with movies and literature on natural history and conservation, nature games and nature crafts. Such courses are from one to three weeks' duration and are available with and without college credit. Last summer, for example, the National Audubon Society, at Audubon Center of Greenwich, Conn., devoted the first oneweek session to training nature counselors. Most of the counselors were sent on schólarships by camps, garden clubs and sportmen's clubs. The camp, in turn, benefited from the intensive training the counselor re-

### Need for Additional Training

There is need for additional training courses prior to camp season. If camp directors, through ACA Sections, will urge local colleges to sponsor outdoor education clinics, such instruction may be available. Spring vacation and the first week after the spring semester are ideal times for ACA Sections to sponsor outdoor education clinics in cooperation with local colleges. Prospective counselors may be recruited by contacting teachers of nature recreation, biology, forestry and wildlife management. Other natural science groups may be able to recommend capable people with field experience. It is essential that such persons have the ability to make nature exciting. Otherwise, as Marie Gaudette warns, "Nature will be as dry as a bug on a pin."

There is considerable value in inviting county agents, Soil Conservation Service field representatives, foresters and wildlife technicians to your camp. While these important public servants are busy men, they are happy to work with camps whenever their schedule permits. Field men want their visits to "bear fruit." They do not wish to serve merely as "visiting firemen" who give one-shot, "interesting" talks to fidgeting campers who have not been prepared for the visit. How can a camp director use the services of a resource person to the best advantage?

- 1. Invite him far in advance of his visit.
- 2. Acquaint him with your program, interests and objectives.
- Know what he has to offer in information, demonstrations and materials. He may supply the camp with posters and other visual aids before his visit.
- Give staff and campers basic instruction and experiences that will motivate and prepare for the visitor.
- 5. Let him know what to expect and what preparation you have made for his visit.
- 6. Tie in his visit with a service project such as erosion control, stream improvement, forest management and fire protection. The booklet, "Conservation in Camping," available from the ACA, offers many helpful suggestions.
- 7. Seek his suggestions for followup activities.

Conservation only begins with conversation. You, your campers and your camp will be the beneficiaries of an active outdoor education and recreation program. Give your campers "roots in the land," and they will be stewards of their camp and natural heritage.

—Mr. Weaver, Assistant Professor in Recreation, University of Illinois, prepared this article as one of the series appearing in Camping Magazine as a part of the ACA Conservation in C amp ing project chaired by Reynold Carlson.

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### ACA NEWS OF THE MONTH

### Important Change In Proposed ACA Dues

A proposal to increase ACA membership dues has been presented to you. Reports from all Regions indicate that you have accepted the need for a dues increase because you recognize that ACA is facing the inescapable problems of increased operating costs just as individuals are facing them these days.

The schedule was developed with a second goal in mind: Since 1950 your National Board has been planning toward the time when (1) the on-going operations of the Association would be financed entirely from membership dues, and (2) the profits from National and Regional conventions could be used to finance special projects and services which would bring more direct benefits and services to members. In recent years, most of these convention profits have had to be used to bridge the cap between dues income and operating expense. The schedule of increased dues was drawn up to eliminate such appropriations.

Your National Board, which represents you in the conduct of the Association, tries at all times to be sensitive to the opinions and reactions of the membership. Therefore, because reactions to the proposal served to indicate that the increases in *Camp* Membership dues would be too great, the Board of Directors has proposed that the following be the dues for Camp Memberships:

Effective July 1, 1959:

\$15.00 plus \$1.00 for each \$1000 of gross income of the camp less 20% of the amount computed; maximum dues: \$56.00.

Effective July 1, 1960:

\$20.00 plus \$1.00 for each \$1000 of gross income of the camp less 20% of the amount computed; maximum dues: \$80.00.

This will mean that an appropriation from convention reserves will still have to be made to balance the operating budget.

While not the most desirable method of responding to membership opinion and feeling that camp dues would be too high in the new schedule, it is the only constitutional method of reducing the camp member dues without delaying a membership vote for several months.

Camping Magazine, March, 1959

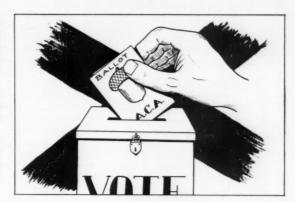
## LET YOUR VOICE BE HEARD

After lengthy and due consideration, your representative officers and Board of Directors has recommended that membership dues be increased. In April, you, the members of the American Camping Association, will have the opportunity, through secret ballot, to voice your approval or rejection of this proposal.

The question has been brought to you through the pages of Camping Magazine, through Section meetings and newsletters, and through presentations at Regional

Conventions.

When you receive your ballot, let your voice be heard, but let your vote be one of an informed member. Know the facts—be aware of the question and its pros and cons—and then vote your considered conviction as to what is best for camping and for ACA.



### **Proposed Dues Revision**

STUDENT — \$4.00. For full-time graduate and undergraduate students interested in camping.

INDIVIDUAL — \$10.00. For camp staff personnel (other than owner and director) counselors, and individuals interested in camping.

EXECUTIVE — \$15.00. For individuals holding executive or administrative positions in camps, agencies and organizations; (camp directors and owners, board and committee chairmen, etc.)

SUSTAINING — \$50.00 or more. For individuals and organizations who wish to give ACA support beyond the standard classifications.

CAMP — See important changes in Camp Membership dues outlined on page 32.

### MULTIPLE MEMBERSHIP

Effective July 1, 1959: Local agencies, organizations or corporations operating three (3) or more camps may, if they wish, apply for membership for all their camps by paying dues of \$15.00 plus \$1.00 for each \$1000 of the

total gross income of all camps involved, provided that the resulting dues average at least \$15.00 per camp. (Effective July 1, 1960, the \$15.00 figure is raised to \$20.00).

The term "local agencies, organizations or corporations," is intended to mean an office where the financing and administration of the several camps is under the direction of one individual or staff.

Day Camps — If an agency operates a number of day camps, each of which has a staff of volunteers and with one person responsible as administrator or coordinator of the several camps, one camp membership for all öf the collective camps would be appropriate. Volunteers include leaders who receive token payment to compensate for such personal expenses as transportation and baby-sitters.

Church Camps, School Camps, etc. — If an agency provides a camp facility which is used for short periods by groups within the organization, each of which supplies its own leadership and program, one camp membership, held by the parent body would suffice. However, such a membership would not apply to groups using the camp who are not a part of or have no direct connection with the parent body.

### Study the Proposal—Vote Your Conviction

### New ACA President Fred V. Rogers Installed at Region VI Convention

Fred V. Rogers was installed as ACA President on February 20, at the Region VI Convention held at Oklahoma University, Norman, Okla.

Mr. Rogers, who has been serving as president-elect for the past year, was formerly ACA vice-president representing private camps. Associated with Lake Hubert Camps in Minnesota where he is Managing Director, he is a former president of



Fred V. Rogers

Minnesota Section, has served as Exhibits Chairman for two ACA conventions and on the steering committee of the 1958 national meeting in St. Paul.

His civic activities include Red Cross, YMCA, PTA, Community Fund, Civic Association and the Governor's Advisory Council on Youth.

Out-going President T. R. Alexander has presided over a full and rewarding term of office. Membership in ACA has grown to an all-time high of 8,208 in January 1959. The national Conservation in Camping project, financed by the Lilly Endowment, made a signal contribution under the direction of Reynold Carlson. A new era in ACA Camping Standards began in 1957 when standards were revised for resident camps and adapted for day camps and travel and family camps. This progress was made possible by a grant from the Kellogg Foundation and able leadership of Sidney Geal.

The 1958 ACA Convention in St. Paul implemented its theme, "Camping in a Fast Changing World," with inspiring speakers and idea-filled workshops and seminars. The Public Relations Project, conducted by Daniel J. Edelman and Associates, got under

way to inform the nation of the great achievements of organized camping and plans for continuing and extending good camping. The federal government recognized camping's contribution to national well-being and ACA's position in the field by asking the Association to undertake a study of organized camps for use in planning for future needs. Stanley Stocker, active in camp leadership and youth work for nearly 20 years, was chosen to conduct the survey.

New officers being installed along with President Fred Rogers are: Vice President Gunnar Peterson, Director of Outdoor Education for the Chicago City Missionary Society; and Secretary Marjorie Leonard, Associate Professor in Physical Education at Woman's College, University of North Carolina, and associate directo of Camp Illahee, Brevard, N. C. A complete list of ACA officers



T. R. Alexander

and Committee Chairmen will be included in the Annual Reference Issue and Buying Guide published in mid-March.

### 1960 ACA Convention to Feature Seminars, Informal Meetings

By John Wendell Howe 1960 Convention Chairman

For many the greatest experiences of national conventions are friendships made and renewed during the hustle and bustle of a great gathering of camping people from all over the United States. Like boys and girls who count the days until summer camp, camping people go to conventions eager for opportunity to talk about problems and interests with other camping people. However, comparative newcomers are sometimes "lost in the crowd." The 1960 National Convention Steering Committee has planned so that everyone will become a part of a small group and remain with that group long enough to make close friends.

Special travel groups will originate in Chicago and travel westward via train and plane to convention. While the famous Western Pacific Zephyr rolls westward, those on board the special cars will become acquainted. Discussion groups, song sessions, group meals in the special diner and evening programs will help everyone become acquainted with everyone else. Since the number in the special cars is limited, early registration through the Travel Club is highly desirable.

A whole day of kindred group meetings will precede formal opening of "Camping's Golden Anniversary by the Golden Gate," providing still more opportunities to renew old friendships and meet new members of similar interests.

The Steering Committee has planned the 1960 ACA Convention to provide exceptionally fine opportunities for professional growth.

Continuing the seminar idea of the St. Paul Convention, the San Francisco program will include about 50% more seminar groups than were scheduled in 1958. Seminar groups open up stimulating new avenues of thought, as each group makes a specialized study of a phase of camping philosophy.

Groups will meet four or five times and will be limited to pre-convention enrollment of 25 persons. Each seminar will have a leader who has combined academic work with actual camp experience. As in St. Paul, seminar groups will consider topics on graduate student level, thus bringing camping, with each succeeding national convention, to a higher professional status.

For the many camping people eager for increased practical knowledge of camp operation, a series of workshop groups is planned, with membership limited to a pre-convention enrollment of 25. Each workshop group will be led by an experienced camper, and topics will be developed in report form. Here again, group discussion will provide ample opportunity during the three or four meetings for growth of nation-wide friendships.

Walk-out, cable-car, and bus-party dinner groups of 30 or 40 people will enjoy meals together two evenings in China Town, at Fisherman's Wharf, Cliff House and other fascinating spots easily reached from convention hall. Sign-up for these groups will be made at the registration table on opening day.

A "first" for San Francisco will be the buffet breakfast for delegates on "Top of the Mark," a glass-walled penthouse room on the Mark Hopkins Hotel, our convention headquarters at the crest of famous Nob Hill. From this spot one can see most of San Francisco, the Golden Gate, Bay and San Rafael Bridges and the cities of Oakland and Berkeley.

During the 1958 convention many people expressed a wish to see some



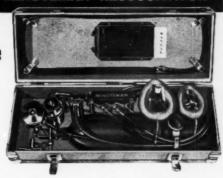
Mark Hopkins Hotel, San Francisco

California camps while in San Francisco. The climate of California is such that, except for a few camps in the high Sierras, camps are readily accessible all year. Several tour groups will be organized to visit nearby camps, and scenic spots such as the magnificent Sequoias or redwoods in Muir Grove. These will leave convention headquarters on Saturday afternoon, immediately following the close of convention, and return Sunday afternoon.

With these plans in mind, every delegate can join a travel group, a discussion group, dinner party group or camp tour group. Incidentally, Californians are by nature quite informal and do not wait for formal introduction to speak to other dele-

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gates. Camp people will find some of this informality rubbing off on them while in the west.

Delegates who wish to enjoy the Winter Olympic Games in Squaw Valley, while en route to convention, should send their travel plans to the Northern California ACA Travel Club Chairman, Mrs. Ruth Tamblin, PO Box 5050, San Francisco, at once. Tickets for the Games are on sale and the least expensive seats will go first.

"See You in San Francisco— Next Year!"

## Appeal for Return of Questionnaires

Stanley W. Stocker, Camping Survey Director, is making an urgent request of ACA members to return questionnaires sent out to camp directors, beginning in January. The information from these questionnaires is needed immediately so that Mr. Stocker can proceed with his assignment from ACA and the National Park Service.

By supplying Mr. Stocker with the needed information, members can participate in the honor and responsibility the government has given ACA of determining the extent to which present camping facilities meet the need and of formulating a program for the future.

### You Can Still Attend These Regionals

Region II
March 19-21
Shoreham Hotel
Washington, D. C.
Theme: "As the Twig is Bent"
Fred D. Carl,
General Chairman

Region IV
March 11-14
Battery Park Hotel
Asheville, N. C.
Interest Groups—Seminars
Herman and Harry Popkin,
Convention Co-Chairmen

Region VII March 5-7 Hotel Senator Sacramento, Calif. Theme:

"Camping in the Space Age" Mildred Stevens, Conference Chairman





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### **Camping Conference Held in Toronto**

The Canadian Camping Association and Ontario Camping Association will meet March 6 and 7 for their Annual Camping Conference at King Edward Hotel in Toronto. The program for opening day is devoted entirely to a Workshop for Directors and Supervisory Staff.

Saturday's session will include talks by Dr. F. A. Urquhart, Royal Ontario Museum; Paul Provencher, outdoorsman and trainer of survival troops; Ruth Carruthers, Chief Dietitian, Toronto Neighborhood Workers Association; Thor Hanson, artist, craftsman and lecturer; Jack Eastaugh, Indian lore expert; Mary Edgar, former editor of Canadian Camping Magazine; and other camping experts.

### James H. Pless

James H. Pless who passed away in December, held many responsible positions in the camping field, and was currently developing a pamphlet on "Camping as a Career." A former president of the Virginia and Gulf Coast ACA Sections, he was active in national ACA work. Mr. Pless was associated with YMCA camping.

### New Directory and Nursing Guide Issued

ACA's 1959 Camp Directory, although considerably enlarged, is now available for the same price of 50¢ per copy. Almost 4,000 copies of the 1957 edition were distributed and requests for copies from the public are increasing. Parents are looking more than ever before toward ACA and the Standards Program for guidance in selecting camps for their children. Copies may be ordered from ACA, Bradford Woods, Martinsville, Ind.

"Suggested Policies and Standing Orders for Camp Nursing Services" has also been revised and is available from ACA. The price is 15¢. This publication has been a perennial favorite with camping people and as a result supply has frequently been exhausted. The new edition has been completely revised by Jerald Newton and his ACA National Health and Safety Committee, to bring it up to date and in line with best current practice.

Copies may be ordered from ACA, Bradford Woods, Martinsville, Ind.

### Sections Busy with Staff Placement, Regional Meetings, Seminars

Region I: Over 1000 persons attended the 37th annual New England Camping Association convention, and enjoyed the varied speakers who pointed up the Regional Convention's theme, "Camp Creatively." Dr. Vilhjalmur Stefansson, arctic explorer and author, gave the keynote address. Bonnie Prudden, member of the President's Council on Youth Fitness, and George O'Day, international sailing champion, were among others who spoke.

Region II: New York Section's 5th Annual Camping Fair is scheduled for April 17 and 18 at Camp Minisink, Port Jervis. Special features will be talks by Wes Klusmann of the National Council of Boy Scouts on "Camp Fire;" Charles Mohr, National Audubon Society specialist in Nature and Conservation on "Save Our Sites," and practical demonstrations on food, waterfront, sanitation and health, outdoor camping and crafts.

Western Pennsylvania Section announces future meetings as follows: March 7 on "Indian Lore in the Camp Program;" March 19-21, Region II Convention in Washington, D. C.; April 7, meeting at Boys' Club of McKees Rocks; and May 1-2, Camp Fair at Camp Kon-O-Kwee.

New Jersey Section has instituted a camp placement bureau. It is planned to serve both camp directors looking for personnel and individuals who wish to obtain camp positions in New Jersey. Contact W. O. Leslie, Jr., 24 Rector St., Newark, executive secretary of the Section, for information.

Region III: Michigan Section has voted to collect funds from camps this summer to be sent to Camp Tonakela in India, in memory of Hedley Dimock. This is an "extra," in addition to the memorial fund being accumulated by ACA for use at Bradford Woods.

The following officers were chosen by the Michigan Section for two-year terms: President, Cliff M. Drury, Director of YMCA Camp Hayo-Went-Ha; Vice-President, Gus Leinbach, Director of Crystalaire Camp for Girls; Secretary, Helen Wolner of the Girl Scouts Detroit Council; Memberat-Large, Conklin Bray, Director of Green Pasture Camp. Region IV: ACA's new President Fred Rogers will speak to the Region's convention in Asheville, N. C., March 11-14, on the proposed changes in membership dues, why they are needed and what they will mean to members if passed.

Glenn W. (Chic) Ellis, for 35 years director of Camp Ocoee for the Chattanooga, Tenn., YMCA, and a member of its staff for 44 years, retired recently. By unanimous resolution the ACA Tennessee Valley Section expressed its high regard and deep affection for Chic, a loyal worker in the Section since it began 14 years ago. He has served as president and in many other posts, including chairman of the Standards Committee. "We think of Chic Ellis as an example of the devoted service of many ACA members throughout the nation," said Henry Hart. "Little recognition awaits the efforts of a leader working on a Section committee, and his reward is intrinsic in what he is doing . . .

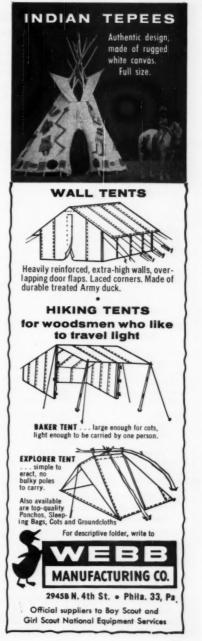
Region V: Members of Minnesota Section had a rare opportunity at their regular February meeting—they saluted Fred Rogers and gave him a big send-off for the National Board meeting in Oklahoma when he officially assumes his new responsibility as President of ACA.

During February, Wisconsin Section members will attend two seminars. A special feature of these meetings is the student interviews scheduled for each evening. These students are possible camp employees; employers have already sent in information about their job openings. The plan should work well for early and satisfactory placements.

Region VI: Texas Section announces the following officers, elected for 1959-60: President, Ellen Easley; Executive Vice-President, Carol Knolk; Program Vice-President, Alice Mulkey; Membership Vice-President, Kay Horstmann; Secretary, Kitty W. Magee; Treasurer, Dave Sanford.

Colorado Section is considering the possibility of using the State Employment Service as a clearing house for filling camp staff openings. Representatives of the Service spoke to a recent meeting,

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# Community Service Projects Challenge Young Teen Agers

By Mrs. Bernard Werthman

CREATING a satisfying summer experience for children presents many challenges. For one thing, the camp situation is still relatively free from many pressures that beset other areas involving children. The wide range of choice this freedom implies may make it difficult to decide what activities will make the best use of opportunities. At the same time, it does permit the development of a truly imaginative, vital program.

The market abounds in new equipment and gadgets designed to meet the requirements of traditional activities, and it is easy to fall back on such activities if our only thought is to keep youngsters busy. But too often such standard occupations bear little relation to the real needs or interests of children. Especially as they approach the restless teens they find less and less satisfaction in a conventional camp experience. In addition to recreation, children of this age want something they can get their teeth into. They demand a structured (not regimented) program which can challenge and absorb their interest.

In our search for basic elements to build such a program, we made some interesting discoveries in our own front yard. We found the environs of our campsite itself offered material for a project which has proved stimulating and enriching for our older campers. We believe that any camp director can find the makings of such a program ready at hand, for each location offers its own unique possibilities for an enterprise evolving naturally out of shared living inherent in a camp situation.

As a case in point we offer our experience in utilizing the environ-

ment of the Ethical Culture School Camp as the basis for a project that captured the imagination of a group of 14-year-old boys and girls who represent the top age level of our campers.

We had long been aware of the gap between the urban background of most of our youngsters and the life of the rural area in northern New York State where our camp is located. Every summer one of our most popular trips proved to be a visit to the Farmers' Museum and Fenimore House in Cooperstown, about seven miles from camp. In these two museums life of the 19th century is recreated, not only through exhibits but also by people skilled in the crafts of yesterday. Carpenter, broom-maker, weaver and spinner show how their tools were used in the days when they were new. Our young campers were always eager to spend more time there, and their interest seemed a good starting point for a project we hoped would bridge the gulf between city and country experience.

We took our problem to Dr. Louis Jones, Director of New York State Historical Association which administers the museums and is interested in finding new ways to use them educationally. He was enthusiastic about our idea and discussed with us how we might make a more vital use of the museums' resources.

We realized that in order to understand the rural life about them our campers would need not only to study its past, but also to find out how people live nowadays. For this Dr. Jones referred us to Miss Evelyn Hodgdon of the State Teachers College at Oneonta, some 30 miles from

camp. She coordinates off-campus student teaching which includes community study for prospective teachers. Through placing these student teachers, Miss Hodgdon knew most of the small communities in the area and helped us to pick ones which would be suitable for our purpose. For our first year we chose the nearby village of Middlefield, formerly a thriving center for the production of hops. Now most of the 300 inhabitants are engaged in dairy farming on a small scale.

An experienced college student served as a leader of our project, under the guidance of a member of the college faculty. With the museums affording us a view into the past, the college helping us to discover the present, and the 19 campers "raring to go," our three-way project was under way.

We had in mind four questions to which we wanted to find answers:

- What is life like in a small rural community today?
- 2. What was American rural life like in the 19th century?
- 3. What are the effects on a small village of a change in economy?
- 4. What is involved in learning through first-hand experience?

The campers started out by attending a two-hour lecture with which Dr. Jones opened the annual Folk Art Seminar in Cooperstown, This gave them background information on pioneering: farm life, economy, medicine, religion, customs.

A few days later, in groups of five to seven, with two leaders, the campers began making visits to Middlefield. The leaders had paved the way by calling on some of the community





leaders to explain the purpose of the project and enlist their support. As a result, the children were welcomed everywhere.

They shared early-morning churning, explored old barns and hophouses, discovered old tools and implements and learned their uses. From older inhabitants they heard tales of the days when the local hops ers visited other parts of the museum—country store, tavern, blacksmith shop—asking questions and finding out for themselves what life was like in upper New York State a century or more ago.

Going back and forth between Middlefield and the museums, the group relived the past in the light of the present, interpreted today in



industry was flourishing, and about the blight that ruined it. They visited a farm where hops are still raised. They became even more interested in the dairy farming which has replaced hops growing and visited a modern mechanized dairy farm as well as smaller ones where older methods still prevail.

To gain an understanding of the role of the church in the community they attended services at the Methodist-Baptist Church, where they were impressed by the sermon as well as by the architecture of the 130-year-old hexagonal church building. From the burying ground they traced the growth and decline of the little town.

Soon after they began visiting Middlefield, the campers also started taking turns at spending the morning at the Farmers' Museum, helping with the farm exhibit. The girls worked like pioneer housewives, sweeping, dusting, keeping the fire going in the fireplace of the farmhouse on display. They churned butter, made cheese, helped with spinning and weaving, baked cake and cookies in the beehive and Dutch ovens.

The boys, who had to be on duty at 6:30 a.m., pitched a tent within walking distance of the farm and took turns sleeping there or in the haybarn. They milked the cow, fed the pigs, split logs, planted a garden, curried oxen, and followed the processing of flax by hand from growing plant to linen thread. Girls, too, sometimes shared these chores.

When their work was done, camp-

terms of yesterday. Both past and present became a part of the young-sters themselves rather than just something out of a book. At the same time they also had access to the museum library to help them supplement the information they gleaned at first hand. They acquired a surprising insight into many aspects of American social and economic history.

Our campers were delighted with the project. Most of all they enjoyed getting to know the people of Middlefield, especially the oldsters who took such pleasure in telling them stories of bygone days. Their main recommendation was that next year's project should allow for "more time with the people." This expresses an urgent need in children's lives today. The development of our cultural pattern has brought about increasing separation between groups of people who cannot mingle freely. Children have access to more and more information, but they have less and less contact with different kinds of people. They need a chance to get closer to people and find out what they think and feel.

Fortunately our second summer's program fulfilled this need to an even greater degree. Our campers participated in the county 4-H program, through which they got to know more people, especially boys and girls their own age. The site of our project this past summer was Westford, a community about the size of Middlefield and with a similar economic history.

However, Westford has made a more successful transition to dairy farming, and from their contacts with the enterprising owners of modern farms the youngsters gained a realistic picture of how today's small dairy farm operates.

The Farmers' Museum continued to play an important role in helping our campers to interpret their observations. An enthusiastic ally was the principal of the area's consolidated school who helped us to understand school conditions and problems as they had developed from the original one-room school house, which he showed us, to the modern school which he heads. Our campers also heard arguments among the Westford people for and against the new school consolidation plan which is being voted on in local communities.

The high point of our program was our work with the Westford Dairy 4-H group which lent us a thoroughbred calf for the summer. Our campers built a barn for her and learned how to take care of her and prepare her for the Junior Animal Show sponsored jointly by the 4-H and the Farmers' Museum. Here she provided us with a joyous climax by winning a blue ribbon.

During both summers the campers have been impressed with the friendly reception they meet in these small communities, with the number of people who are happy to help them, to lend equipment, to show them how to do things.

### Variety of Experiences

We plan to continue offering a community-study program as the core of our summer activities for 14-yearolds, choosing a different community each year. We know that the program will be modified from summer to summer, for one of the chief assets of a project like this is that custom can never stale its infinite variety, which stems from differences between individual communities and also from the special interests of each new group of children. But the essential ingredients, we feel sure, will remain. For as educational pressures increase because of the larger and larger number of children to be educated, school curriculums tend to get further away from direct, first-hand experience. A camp is still free to make an important contribution by offering on-thespot learning, geared to young inquiring minds and stemming from exploration with real people and situations.

-Mrs. Werthman is Co-director of Ethical Culture School Camp, Cooperstown, N. Y.



Photos taken at Illinois Baptist State Camp, Pinckneyville, Ill.



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EACH SUMMER, camp staffs confront the problem of enuresis. Since approximately 15 per cent of all children are enuretics at one time or another, the number of wet mattresses on camp cots each summer concerns the staff of every camp.

Enuresis is regarded in many ways. Some camp directors bring psychologically trained personnel into their camps to assist with the problem. Others rely on change of atmosphere and surroundings to alter the habits of the child. Some may use mechanical devices or tranquilizing drugs. Another group largely ignores the problem despite the almost nightly bedwetting. But most camp directors are sensitive to the situation and search each summer for new understandings of this persistent and troublesome situation.

The story of Ralph will illustrate not only the individual problem of the child but also the problem of the bed-wetting problems and often their enuresis disappeared as a result of new surroundings, the sympathetic interest of counselors, removal of parental pressures, and the natural desire of the child to overcome the problem.

Ralph's parents accepted the explanations and sent their child to camp with firmly expressed hopes for a successful camping experience.

Ralph's first few days at camp were successful. He entered into activities with enthusiasm. He participated in the proper cleaning and care of his cabin. His eating habits and personal cleanliness were most satisfactory.

Each night at 11:00, before the counselor retired, he would waken Ralph and lead him across the cabin to the bathroom. This nightly routine, done without comment or any but the most casual attention, seemed to meet Ralph's needs. There was no bed-wetting during Ralph's first eight days at camp.

On the ninth night of camp Ralph wet his bed despite the counselor's

attempt to draw from the problem conclusions that would affect methods used by other counselors in their handling of campers with similar problems,

There seemed to be two levels of insight to be achieved by the counselor involved and by other members of the staff. The first level was concerned with understanding basic information about enuresis. The second level had to do with the personal attitude of the counselor—his acceptance of his own place in the problem and his realization of the role he would be able to play in helping toward its solution.

Camp counselors need to become aware of some of the following emotional factors involved in the problem of enuresis.

While normally the child has daytime control by the age of three, enuresis is not at all uncommon in older children. Studies indicate that in 40 to 90% of all cases studied there are no organic causes of the difficulty. Many emotional factors

# Counselor Understanding Helps Camper Solve Problem of Enuresis

counselor as he tried to understand and cope with the situation.

Ralph came to camp for the first time. He was 10 years old, the child of a nervous, self-assertive and dominating mother and a submissive and mild father. Enuresis had been a problem for many years.

When Ralph was enrolled, the camp director promised that the child could return home if the problem became aggravated to the degree that his happiness in camp was affected. No penalty of tuition would be involved. The director assured the parents that many children come to camp with

attention. And from that night on Ralph returned to his old habits.

The counselor, of course, was disturbed by the relapse. He expressed his personal concern and wondered aloud whether there was anything he had done to cause Ralph to regress. He mentioned to the camp director that when he had made an attempt to discuss the problem with the boy, Ralph said to him: "Aw, you're just like my mother!"

At this point the problem had become well known to members of the staff and a meeting was called to discuss the situation and to make the are involved in the disorder, among them parental conflicts, sibling rivalry, parental over-protection, over-emphasis of the enuresis by the parents, punishment or inconsistency by the parents in their attempts to handle the problem.

The child's fear of discipline by the parent, his overwhelming feelings of guilt over inability to control bedwetting, his possible identification with a weak father, who is also dominated by a strong and aggressive mother, can develop into an emotional situation wherein the child takes on other kinds of infantile behavior

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to prove that his incontinence is natural and acceptable. After all, a mother cannot punish an infant in the same manner as she would a 10-

There are factors other than emotional involved in the problem of enuresis. These must also be considered in an effort to go beyond superficial understanding.

Persons concerned with enuretics should realize that many cases of enuresis clear spontaneously as the child becomes older and as his central nervous system matures. Frequently a change of physical environment is sufficient by itself to bring about a dramatic and apparently spontaneous cure of the difficulty.

### Deep Sleep

Deep sleep and bed-wetting are closely related and a growing child enjoys deep sleep. With some children the linkage between deep sleep and bed-wetting dissolves only with chronological maturity.

In a certain number of cases of enuresis there are definitely recognizable physical disabilities which cause the disorder.

Thus, counselors should become aware of some of the physiological and psychological factors involved in the understanding of the camper who wets his bed.

In the case of Ralph, it appeared that the camper came to see in his counselor the same hated quality of authority that characterized his mother. This situation is repeated in many ways in normal camping experiences. Young counselors and experienced adults too find themselves in the role of heavy-handed authority. They do well to ask themselves why.

A need is felt by some people to become a part of an authority stronger than themselves. In camp this authority is in the daily schedule of the camp, the rules concerning the waterfront, or the rules of cabin cleanup. The insecure and unsure counselor permits himself to feel, as he becomes part of the authority about him, that he personally is gaining in strength and stature.

Ralph's counselor, on the occasion of Ralph's first lapse from the new and successful pattern which marked his camp experiences, felt insecure and uncertain. He blamed himself for the failure of the child. Anything short of perfection was not acceptable to him, and he feared that the camp director and his fellow counselors would subject him to criticism for the failure of the camper.

To protect himself and to meet the problem he adopted the same techniques as Ralph's mother. He nagged. He "kept after" the child. He expressed displeasure with the child's failure. He became a perfect substitute for the mother in the child's mind. And the more his behavior resembled Ralph's mother's behavior, the more the child was unable to do anything else but wet his bed at night.

Ideally the camp director or psychologist or camp physician would speak to the counselor and try to give him insight into his own personal problem. He would be told that there is no such thing as a "perfect" job of counseling and that he should not expect perfection from himself or from the youngsters in his charge. Just as he will fail on occasion to perform his duties completely and perfectly, so will they. Failure must be an accepted and an acceptable thing.

From this point the director or other individual working with the counselor could describe some of the emotional reasons for bed-wetting. And finally, some possible solutions could be outlined. Among them could be the following:

Since Ralph's unhappy situation stemmed largely from his mother's personality problems and her unwillingness to understand herself or her husband or her son, the counselor could begin by establishing a much different relationship with the boy than the child had at home. The problem of enuresis could be brought into the open and discussed freely. The problem, instead of remaining the problem of the mother in the role of punisher of a child's lapses, could become the problem of the child, who, with the help and cooperation of his counselor, could make the effort to solve his own problem.

#### Schedule

Fluid intake in the late afternoon and early evening would be controlled. The child would go to the bathroom just before bedtime and would be wakened by the counselor just before the counselor went to bed. The camper, however, would make the schedule. He would be a part of the decision. The problem is not the counselor's alone. The problem is the camper's, and in his acknowledgement of this fact and in his desire to meet the problem rests the opportunity for its solution.

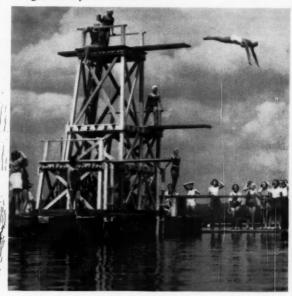
—This article is part of a paper written by Rabbi Singer for his graduate studies in Educational Psychology, Northwestern University. He is Co-director of Sky Lake Camps, Sautee, Ga.

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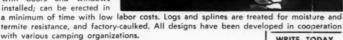
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Laundry equipment designed especially by UniMac Co. for use by camps, schools and other similar organizations, will be exhibited in the East, South and Midwest during 1959. Camp directors desiring a new solution to laundry problems can see it

Convention of National Institute of Dry Cleaning, Convention Hall, Atlantic City, N. J., March 5-8.

Southern Hotel - Motel - Restaurant Exposition, Atlanta Biltmore Hotel, Atlanta, Ga., March 11-13.

Southern Hospital Exposition, Atlanta Biltmore Hotel, Atlanta, Ga., April 8-10.

American Nursing Home Association Convention, Morrison Hotel. Chicago, October 6-8.

The company is located at 723 Ponce de Leon Place, N. E., Atlanta 6. Ga.

Walpole Woodworkers, Inc., 767 East St., Walpole, Mass., manufacturers of cedar fencing and outdoor furniture, have added a line of rustic, sectional small buildings. These range in size from toolhouses to three bedroom cottages. Outside walls are of rough sawn boards, giving a rustic appearance, and smoothly planed on the inside. Buildings come stained. Sections have pre-drilled holes for bolting together. Write the company for descriptive literature and price list.

Quorn Brand Concentrated Soups made in Sweden, are now being introduced to the American market. Their unique portion control and packaging make them especially suitable for trail food packs and tripping. Molded like chocolate, the bars of concentrate are divided into five sections, each making two servings when added to boiling water and simmered for a few minutes. Flavors available

are: chicken, tomato, vegetable, mushroom, celery and oxtail. For full information contact Andrew M. Hay, Calvert, Vavasseur & Co., Inc., 19 Rector St., New York 6.

Porto Pump serves many purposes on the camp site: fire fighting; pressure testing; cleaning out boats, barns, pools and utilities; other jobs requiring a portable pressure pump. Rubber gears allow use of dirty water when necessary. The pump, powered by a single cylinder, 4-cycle gasoline engine, will perform with straight stream nozzle, fog nozzle, foam compounds, etc. For details and prices write: Porto-Pump, Inc., 19735 Ralston, Detroit 3, Mich.

The Stephenson "Minuteman" serves as a resuscitator, for use when the accident victim is not breathing; an inhalator, for use when he can breathe but needs more oxygen; an aspirator, for use when mucus, froth or blood clogs his air passages. Light weight (30 pounds) and simple to operate, the Minuteman may be a live-saver in cases of drowning, electric shock, asphyxia, heart attack. Contact Stephenson Corp., Red Bank, N. J., for a demonstration without obligation.

U. S. Seating Co., 570 7th Ave., New York 18, carries an extensive line of folding wooden and steel chairs, tables with steel frames and masonite tops, and wooden or metal bleachers for multiple seating. They will be glad to send information on any of these items.

The canoes that were paddled and portaged on a 5,000 mile trip from Colorado to Maine are described in the free catalog offered by Old Town Canoe Co., 681 4th St., Old Town, Maine. The company also builds lapstrakes, sailboats, dinghies and skiffs.

George Taffel of Taffel Bros., 347 5th Ave., New York City, will send a free sample of their ball-point pen on request. The unique feature of the pens is that they have pictures of camp sports, tennis racket, fishing scene, etc., and room for name of camp or camper.

A catalog of interest to camp administrators is put out by Lyons Alpha Products Co., Inc., 469 Broome St., New York 13. It pictures and describes their equipment manufactured for quantity cooking, sterilizing, and transporting of foods. Con-

tact the company for your copy.





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## 8 Things Parents Want from Camp—

### **Does Your Camp Provide Them?**

By Frank and Lucile Henderson

STUDY THIS check list carefully and thoughtfully, and see how your camp rates on the things parents want from camp, and how you can make it rate even higher next season.

Representative parents of campers met in a symposium of the Washington Section of the American Camping Association in Seattle and told directors they want these things for their children in summer camps:

1. An opportunity for group living with contemporaries to learn "adaptability." They mentioned that this experience cannot begin too young. As one expressed it: "Camp is the best place to launch your child on his first steps of individuality. It releases him for the first time from the position he cannot escape in the family—the adult world which surrounds him and tends to cramp his style."

2. Increased opportunities to practice and develop leadership through the give and take of group living; opportunities to learn fair play and sportsmanship; participation rather



than radio-listening, TV-viewing, or movie-sitting; broader viewpoints and new evaluations — true citizenship training.

3. The cooperative intelligent dis-

cipline which is engendered by camp life through example and fine relationships with other campers and staff; new voices teaching many lessons which have been stressed at home (cleanliness, table manners, courtesy, speech, helpfulness, etc.)

4. Good health and physical wellbeing developed by well-run camps with clean and adequate facilities, ample, well balanced meals, good medical supervision; plenty of sunshine; a good balance between physical activity and sound sleep and rest



away from the noise and confusion of city life; regular hours and good habits of simple living.

5. An appreciation of the outdoors and nature; adventure with the elements; sensing closeness to sun, wind, rain, darkness, tides, moon, stars, mountains, streams, fresh and salt water, sleeping under sky or canvas; to fish, dig clams, hunt crabs or oysters; to know trees, shrubs, plants for their beauty and worth; to paddle a canoe, know cattle, sheep, deer, rabbits, raccoon, ducks, chickens, snakes, toads, chipmunk or crickets-becoming friends with these things is closely akin to religion with a child; his world is vast and beautiful, close and comfortable!

6. The companionship and leadership of carefully selected young adults sharing their own skills with earnestness and enthusiasm in the role of counselors; individual attention where



each camper counts as a person and a full program offering a variety of activities develops skills and interests to carry through adulthood. Here, as elsewhere, it was recognized that there is a wide difference among camps, including organization, church, school and independent camps.

7. The development of self-reliance: learning to cook over an open fire, to use such elementary things as matches, pocket knife and hatchet; for younger campers, to bathe, comb and dress oneself; to tidy up camp quarters and to care for belongings; to recognize that others must brush teeth, put away shoes and clean up!

8. Through some fun, some work, some play, some instruction, camp should deliver large measures of happiness and achievement; memories of games, songs, campfires, and laughter, enduring friendships (especially to those who return;) inspiration and worthiness of purpose which comes from example and youth discussions; and a wholesome moral and spiritual attitude which is the by-product of good program, planning, leadership and guidance.

—The Hendersons are co-directors of The San Juan International Camps, Seattle, Washington.



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Staff openings: Head tennis (college coach
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counseloring with younger boys. Applicants must be over 21. Write: Morton J.
Geldman, 63 Arleigh Road, Great Neck,
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CAMP SOMERSET for Girls in Maine has openings on staff for swimming instructors (ARC), athletics, tennis, tripping, canoeing, sailing, golf, water skiing, riding, dramatics, riflery, fencing, crafts, music (piano), general counselors and assistant head counselor. Applicants must be 21 years of age with previous camp counseling experience. Salary range \$250 to \$500 depending upon experience plus transportation allowance, clothing allowance, etc. 150 campers and 50 staff. Write Allen Cramer, 300 Central Park West, New York 24.

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COUNSELORS, progressive co-ed camp, New York State. Experienced group lead-ers and specialists for waterfront, con-struction, music, folk dance, dramatics, arts, crafts, athletics, tennis, nature, fen-ing. Also dietician, RN & MD. Write Bo-637.

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COUNSELORS: Waterfront, unit heads, camperaft, pioneer, Teepee Village and general counselors. 8 week camp. Write, Camp Fire Girls, 34 N. 8th St., Reading, Pa. bcdef

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Box 306, Doylestown, ra.

GIRL SCOUT CAMP near Butler, Pa., has openings for waterfront directors, unit leaders over 21, counselors over 18 and dietitian. Write Girl Scouts, Butler, Pa. cde

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PRIVATE DAY CAMP, established 1945.
Three acres. Member A.C.A. All city facilities. Winter — accredited nursery school.
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### **AFTER TAPS**

. . . the time when directors, leaders, and counselors recall the successes and failures of the day, plan to make tomorrow a better day, and think about the opportunities – seized and missed – of this wonderful thing called camping.

### Camping's Worth Cannot Be Measured

By Charles R. Jenkins

WHERE LIES the magic of camping? Truly there is no single answer. It can be different things to different campers. But, it weaves a strong spell. It is the little things, half remembered but never wholly forgotten, that come flooding back in future years at the glint of sunlight on still water, the scent of pine forest or woodsmoke, the endless, eternal canopy of night stars. It is the undying heritage of childhood that never fully leaves an adult.

### Not Monetary

There are some who would measure the worth of a camp by the extent of its buildings, the monetary value of its equipment or the cost of its operation. But, the true values of a camp are not for sale. Can one buy pride in accomplishment, close friendship or joy?

There can be no words to catch the spell of camping; no formula to bring its magic within the grasp of the unknowing. It is part of the American heritage, from the days when buffalo ran and our Red Brothers were masters of the woods and streams. Deep in the heart of every child lies the precious spirit of adventure and it is the warmth of this spirit that grows with camping.

#### Gifts of Camping

Who can measure the silence of the deep woods, the peace of the outof-doors, the spirit of brotherhood that dwells in such surroundings? Can one hope to recapture that priceless moment when, sleeping under the countless stars, one felt a nearness to Things Eternal and caught a fleeting glimpse of the true power and majesty of God?

Many are the gifts of camping. Sure knowledge in many skills which may be acquired nowhere else, testing and strengthening other knowledge for the Great Game of Life. But, above all these, are the unspoken dreams which capture the American ideal and carry it forward.

The American Indian felt its power and knew its majesty. We but pass on his ideals to others. In the words of the poet:

"Ye who love the haunts of nature,

Love the sunshine of the meadow,

Love the wind among the branches.

Love the shadow of the forest, And the rain shower and the

And the rushing of great rivers. Ye whose hearts are fresh and simple,

Who have faith in God and Nature,

That the feeble hands and helpless

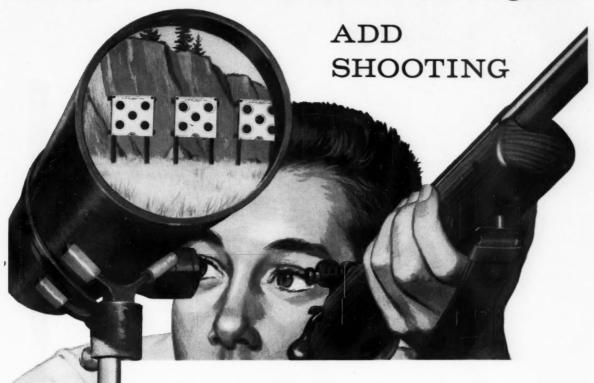
Groping blindly in the darkness Touch God's Right Hand in that darkness

And are lifted up and strengthened."

We follow in the prints of their moccasins.

—Mr. Jenkins is Director of YMCA Camp T. Frank Soles, Rockwood, Pa.

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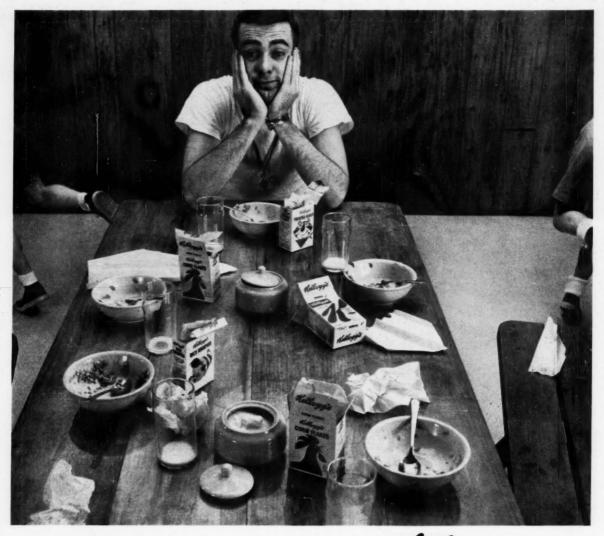
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